

**VIII - C. COMPREHENSIVE SCHOOL REFORM DISTRICT SUPPORTING ACTIONS****District Assistance and Support:** *(check all that apply)*

DISTRICT CSIP GOAL(S) #

- ☐ Provide Disaggregated Information At The Building Level
- ☐ Assist With Interpretation Of Data
- ☐ Assist With Gathering Pertinent Data
  
- ☐ Support Staff Development Efforts Of The School Reform Program
- ☐ Provide Liaison Between Building(s) And District Administration/School Board
- ☐ Create Waivers For District Procedures And Guidelines That May Impede Reform Efforts
  
- ☐ Conduct On-Site Observations Of Building Reform Efforts
- ☐ Review (annually) Building School Improvement Plans For Incorporation Of School Reform Efforts
- ☐ Include Building Reform Efforts In District CSIP
- ☐ Participate In Any Statewide Evaluation Efforts For The Building Reform Effort
  
- ☐ Conduct Teacher And Student Surveys Relating To Building Reform Efforts
- ☐ Conduct Parent Surveys And Participation Data Related To Building Reform Efforts
  
- ☐ Other \_\_\_\_\_

Describe how the school district will work with or demonstrate their commitment to assist each building identified as in need of improvement.

Additional Information *(optional)*

**Equitable Access**

DISTRICT CSIP GOAL(S) #

To ensure equability of instruction and services to all children, the district will disaggregate performance data by race/ethnicity, gender, and disability for the following areas:

- academic achievement;
- attrition/dropout rates;
- student placement;
- attendance rates;
- retentions/suspensions/expulsions

The district will

- modify curriculum and instruction to address the needs identified through analysis of disaggregated data.
- remove all cultural, racial, linguistic, and gender bias from materials and items developed to support the state's content and performance standards and assessment system.
- attend to fairness and the inclusion of a diverse range of stakeholders in the development of the assessment system.
- ensure the equitable access to and participation in district-level activities for students, teachers, and other beneficiaries with special needs.
- ensure district committees continue to be representative of the area's diverse populations; and a balance will be continuously sought to ensure representation of businesses; communities; parents; teachers; and administrators.
- will ensure all workshops and training sessions are held in facilities that allow access by physically disabled persons.

SIGNATURE OF BOARD AUTHORIZED REPRESENTATIVE

DATE

**VIII - D. COMPREHENSIVE SCHOOL REFORM MODEL INFORMATION - Copy section D for each CSR model to be implemented.**

NAME OF REFORM MODEL

IMPLEMENTED IN BUILDING(S)  
LIST BY BUILDING CODE

LETTER OF INTENT WITH DEVELOPER

☐ Yes ☐ No

HAS THIS MODEL BEEN IMPLEMENTED IN THIS BUILDING IN THE LAST THREE YEARS?

☐ Yes ☐ No

HAS THIS BUILDING PREVIOUSLY RECEIVED A CSR THREE YEAR GRANT?

☐ Yes ☐ No**1. Scientifically Based Research Methods and Strategies**

Theory/Research Foundation:

The reform model: *(check all that apply)*

- ☐ explains the theory behind its design;
- ☐ explains how the reform model's components reinforce one another to significantly improve student achievement;
- ☐ includes references to the scientific literature that clarifies why the model significantly improves student achievement.

Evaluation-Based Evidence of Effectiveness:

Student achievement gains have been shown: *(check all that apply)*

- ☐ for a single school;
- ☐ using between or within-school comparisons;
- ☐ using experimental and control groups created through large-scale random assignment or carefully matched comparison groups.

The reform model produced: *(check all that apply)*

- ☐ improvements on other indicators of student performance;
- ☐ student achievement gains relative to district means or other comparison groups using appropriate assessment instruments;
- ☐ educationally significant pre- and post- intervention student achievement gains as reliably measured using appropriate assessments.

Other indicators of: *(check all that apply)*

- ☐ student achievement gains have been sustained for one or two years;
- ☐ student achievement gains have been sustained for three or more years.

The reform model has been evaluated by: *(check all that apply)*

- ☐ its developers;
- ☐ a state, district, or school evaluation team;
- ☐ by an independent, third party evaluation that has confirmed the significant student achievement gains.

**Or:**

Effective Methods and Strategies

- ☐ The model's ability to significantly improve student performance is supported by the following evidence: